**Professional Development** **Implementation Guiding Tool**

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| **Evaluation Level** | **What questions are addressed?** | **How will information be gathered?** | **What is measured or assessed?** | **How will the information be used?** |
| **1. Participant's reactions** | Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Was the room the right temperature? | Questionnaires gathered at end of session | Initial satisfaction with the experience | To improve program design and delivery |
| **2. Participant's learning** | Did participants acquire the intended knowledge and skills? | Documents Simulations Demonstrations Participant reflections (oral and written) Participant artifacts | New knowledge and skills of participants | To improve program content, format, and organization |
| **3. Organization support & change** | What was the impact on the organization? Did it affect organizational climate and procedures? Was implementation advocated, facilitated and supported? Was the support public and overt? Were the problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? | District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Participant artifacts l electronic evidences | The organization’s advocacy, support, accommodation, facilitation and recognition | To document and improve organizational support  To inform future change efforts |
| **4. Participant's use of new knowledge and skills** | Did participants effectively apply the new knowledge and skills? | Surveys and student work samples Structured interviews with participants and their supervisors Participant reflections (oral and /or written) Participant and student artifacts Direct observations Video, audio and electronic evidences | Degree and quality of implementation | To document and improve the implementation of the program |
| **5. Student learning outcomes** | What was the impact on students? Did it affect student performance or achievement? Did it influence students’ physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing? | Student artifacts School data Surveys Structured interviews with students, parents teachers and/ or school leaders Participant artifacts | Student learning outcomes: -cognitive (performance and achievement) -affective (attitudes and dispositions) -psychomotor (skills and behaviors) | To focus and improve all aspects of program design, implementation and follow-up  To demonstrate the overall impact of professional development |

**Educator Recruitment and Development**

**Guskey Summary Adaption l Planning Document June 2011**